

SAFE FROM THE FOREST FIRE

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Syama Vallabha Dasi

This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

© 2010 Padma Inc., Hillsborough, NC, USA. All rights reserved. This book may be copied and distributed within a single family or classroom only. Any other reproduction or distribution of this book requires specific permission.

1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

New sounds /oa/, /u/, and /uh/ for ou; /or/ for our

Before introducing the written words, ensure that the children understand their meanings. Note that there are two different spellings for the word *mould* (UK) and *mold* (US). Note that in America, *your* is often pronounced with /oor/ (like *lure*) or with /er/ (like *her*) instead of with /or/ (like *pore*). After completing this book, the children can do the activity in the book included in *Learning the English Alphabet* (Set A), page 2, “Extension: Advanced Use of Section Two.” We suggest that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing new sounds for the letter group ou

Write the word *shoulder* for the children to see using sound buttons, and highlighting or underlining the letter group *ou*. Cover all the letters except the letter group *ou*. Ask the children to tell you the sound that the letter group *ou* makes as they have learned. Have them give some word examples too (*sprout*, *pout*). Explain to the children that they are going to learn five new sounds for this letter group. Say, “Let’s figure out the first new sound together.” Then uncover the rest of the word. Say “This word says (point to your shoulder). Now that

we know that this word says *shoulder* let’s figure out what sound the letter group *ou* makes in this word.” (/oa/) Once the children have worked it out, read the relevant word list from top to bottom.

Many children will already be familiar with the word *four* from their mathematics study. If so, go over this word quickly. Write the word *four* for the children to see, using sound buttons, and highlighting or underlining the letter group *ou* in the word. Then explain, “This word says (point to a numeral 4).” Have the children come up with the new sound for the letter group *ou* (the *u* is silent and *our* sounds like *or*). Then read the words from the relevant list.

Write the word *could* for the children to see, using sound buttons, and highlighting or underlining the letter group *ou*. If the children are unable to read this word, say it for them. Say *could* in isolation and in a sentence. Have the children come up with the new sound for the letter group *ou* (/u/). Then read the words from the relevant list.

Write the word *you* for the children to see, using sound buttons, and highlighting or underlining the letter group *ou*. Say, “We know what this word says!” Have the children come up with the sound

for the letter group *ou* (/oo/). Then read the words from the relevant list.

Write the word *young* for the children to see using sound buttons and highlighting the letter group *ou*. Say *young* by itself and in a sentence. Have the children come up with the new sound for the letter group *ou* (/uh/). Then read the words from the relevant list.

Conclude this activity by giving each child a word from one of the *ou* word families written on a piece of paper or a card. In addition to the five new families, also use *out*, *loud*, *about*, *scout*, *sprout*, *pout*, *shout*, *trout*, *proud*, *cloud*, *louder*, and *loudest*. Have the children read their word and then move around the room to group themselves with other children who have words where *ou* makes the same sound as they have, making six groups of children. If you are not teaching a large group of children, simply have them sort out all the words.

Introducing new -al words

Review (revise) -al words that have already been learned (*medal*, *pedal*, *metal*, *petal*, *signal*). Then

write the words *animal*, *several*, and *hospital*. Explain that these are slightly more difficult words from the same family (with -al making the same sound) and ask the children to try to read them. Help them sound and blend if they need help.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*c-o-u-l-d*, *could*) for the first word of each list. Check that the children can then read the rest of the words in the list. Use spell-say if needed. Read the words list by list, from top to bottom.

For the *ou* words, write each word on a piece of paper or a card. Include *ou* words already learned: *out*, *loud*, *about*, *scout*, *sprout*, *pout*, *shout*, *trout*, *proud*, *cloud*, *louder*, and *loudest*. Mix them up and ask the children to sort them out into groups by the way the *ou* sounds.

For -al words, first review (revise) *medal*, *pedal*, *metal*, *petal*, and *signal*. Tell the children that the new -al words are a little more difficult but coming from the same family.

Word families

mould	four	could	you	enormous
mold	fourth	would	soup	tremendous
shoulder	court	should	group	jealous
boulder	course	couldn't		previous
soul	pour	wouldn't		young
	your	shouldn't		couple

animal

animals

hospital

several

Mark the phrase that matches the picture



- ☐ four watermelons
- ☐ fourth in the race



- ☐ a sick animal
- ☐ animals drinking



- ☐ a small hospital
- ☐ a small courtyard



- ☐ a tremendous noise
- ☐ an enormous step



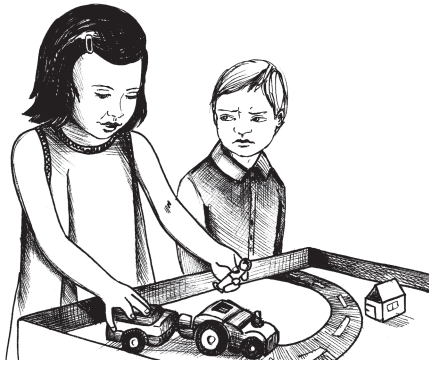
- ☐ a large boulder
- ☐ a jealous sister



- ☐ a long journey
- ☐ a shoulder bag

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the phrase that best describes the picture.

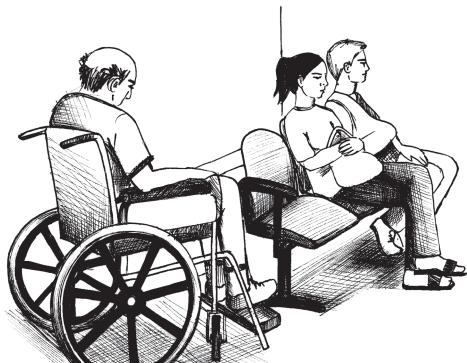
Mark the sentence that matches the picture



- ☐ The child is jealous of his new baby sister.
- ☐ He is jealous of his friend's new toy.



- ☐ A wise man sees how the soul exists in all beings.
- ☐ The animals stay in a group as they walk.



- ☐ Several people are waiting to see the doctor in the hospital.
- ☐ The people are busy painting the hospital.

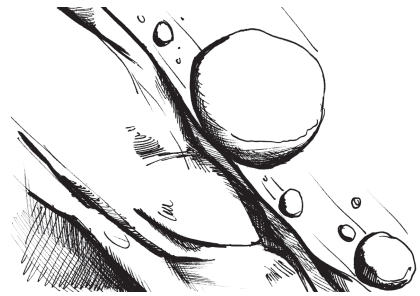


- ☐ Kamala scrubs the mould off the bathroom wall.
- ☐ Kamala pours the soup into a bowl.

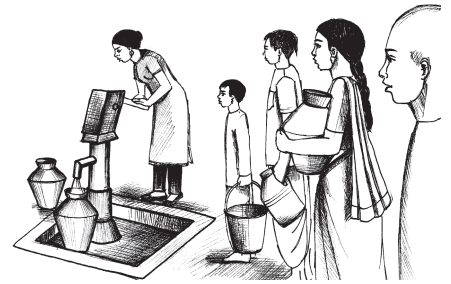
NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the sentence which best describes the picture.

Match sentences to pictures

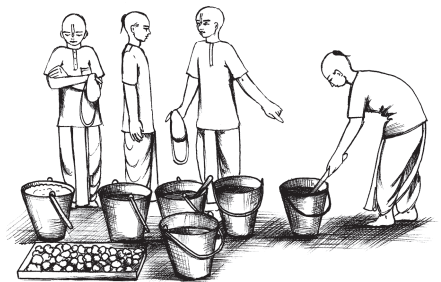
Boulders roll down the steep mountain's edge making a tremendous sound.



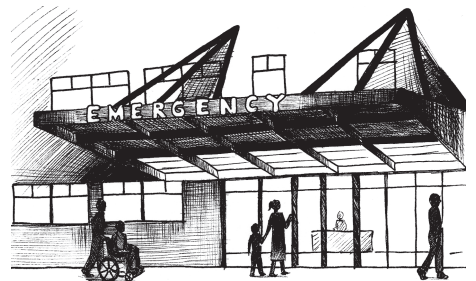
The young puppy plays with his father.



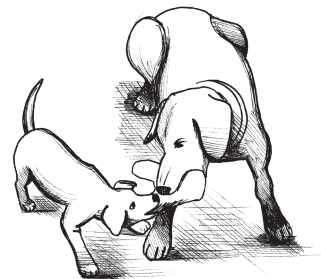
Four people wait in line to collect water from the pump.



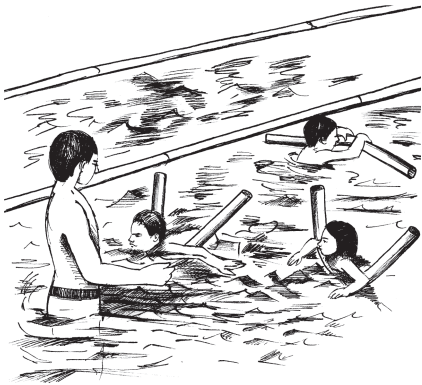
The hospital is open all day, all night, and all year.



Several people are needed to serve at the feast.



NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using spell-say or sound-say as needed. Ask them to describe the pictures, and then draw lines to match sentences to pictures.



Where have they gone?

- ☐ They have gone to feed their animals in the yard.
- ☐ They have gone to the hospital.
- ☐ They are taking a course that teaches you how to swim.



What is the lady saying?

- ☐ “Could you please pass me the garland?”
- ☐ “Would you please rub my sore shoulder?”
- ☐ “You shouldn’t go out after sunset.”



What is the teacher saying?

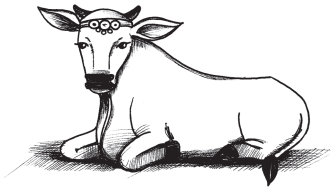
- ☐ “Come and sit in a group on the rug.”
- ☐ “Is this your work?”
- ☐ “Go around the course one time only.”

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture and read the question along with the three answers using spell-say or sound-say when needed. Then have them mark the box next to the answer that best supports the picture.

Match words and sounds to animals or objects

Match each word to a picture and then to the sound that animal or object makes. Use the example below to help you.

tap



baaa

boiling water



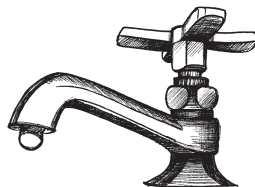
moo

cow



drip drop

leaves in the
wind



rustle

sheep



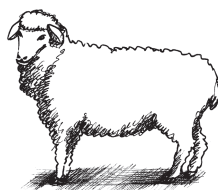
flutter

butterfly



bubble

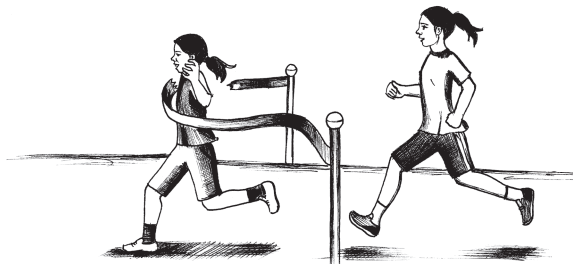
clock



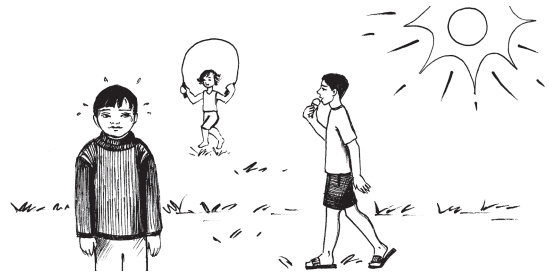
tick tock

Tricky word: *although*

NOTES FOR PARENTS AND TEACHERS: Say and write the word *although* and ask the children to compose oral sentences using it. You can model some also. Then write some simple sentences to read using known words with *although* such as, "Although they were poor, they still gave money to the priests." "It is cool, although it is summer." Have the children read the sentences on this page, and mark the *yes* or *no* box depending on whether or not the sentence supports the picture.



Although she was smaller, she was faster.

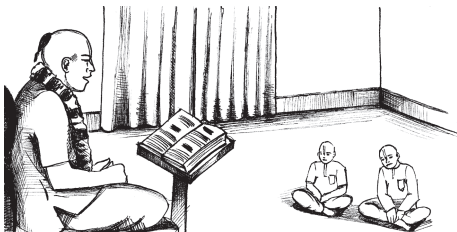


He wore a woolen top although it was hot.



It was sunny although it was raining.

☐ Yes ☐ No



He gave class although not many people were there.

☐ Yes ☐ No



They got up before four and went to the temple although it was cold.

☐ Yes ☐ No



Although he had a bad accident, he could still walk.

☐ Yes ☐ No

I offer respect to Vishnu's devotees
who are just like desire _____.

They fulfill the desire of the sleeping soul
by teaching about the spiritual _____.

goal
trees

What are Vishnu's devotees like?

What do Vishnu's devotees teach?

Why are Vishnu's devotees like desire trees?

- | | |
|---|---|
| <input type="checkbox"/> They also are alive. | <input type="checkbox"/> They also need to drink. |
| <input type="checkbox"/> They fulfill our desire
to serve Krishna. | <input type="checkbox"/> They fulfill our desire to
have toys. |

How does a soul sleep?

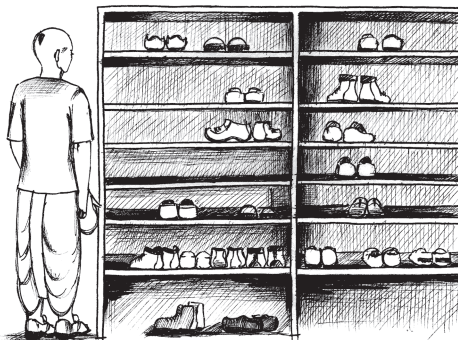
What is the spiritual goal of the soul?

NOTES FOR PARENTS AND TEACHERS: If you have a Vaishnava song book, you can have the children learn the Sanskrit prayer to the devotees of Vishnu and discuss its meaning with them. Ask the children to read the poem at the top of the page and write *trees* or *goal* on the lines to make the poem rhyme. Then they should answer the questions by marking the box or writing the answer on the line. The bottom two questions are inferential and open to discussion. *Desire trees* are trees in the spiritual world that give whatever anyone wants.

Circle or write the correct word to complete the sentence



Tamal _____ pour the soup
into the bowl without spilling it.
could couldn't



Paul _____ take off his shoes
before entering the temple room.
should shouldn't



Ravana _____ give Sita back
to Rama although Rama had an
army ready to fight.
would wouldn't



At first Yashoda _____ bind
Krishna with a rope.
could couldn't

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture, read the sentence and the two choices, and then complete the sentence by either circling the word that supports the picture, or writing that word in the blank.

Chaitanya was born under a Neem tree. This is why he was called Neemai or Nimai when he was a young boy.

When he was a young baby, Nimai cried a lot. First, his mum couldn't stop Nimai's crying. Then she and her friends would sing "Hari, Hari" and clap their hands. When he would hear the Lord's name, Nimai would stop crying. He would smile. When Nimai grew up, he taught all the people to be happy by singing the names of God. Many times he lead enormous groups of people in spiritual song and dance. He also taught that we are the soul inside the body. The body is only like a dress that we change from life to life.

- ☐ Nimai Wouldn't Stop Crying
- ☐ Nimai Taught About the Soul
- ☐ We are the Soul Inside the Body
- ☐ Nimai Taught People to Sing Names of God
- ☐ Enormous Groups of People Sing and Dance

NOTES FOR PARENTS AND TEACHERS: Have the children read the text and discuss the meaning of any unknown words. They should mark the title that shows the **main** idea of the description. There can be more than one "correct" answer and the children should discuss their reasoning.

Have you ever taken care of an animal? Do you know anyone who takes care of an animal?

Krishna keeps different animals.

He has pet oxen, deer, dogs, parrots and peacocks. He



also has a swan, and a monkey named “Greedy for Yoghurt.” Radha also has her special animals. They include pet cows, an old monkey, a doe, an elephant, a bird and a chubby baby cow named Tungi. Radha also has a swan who is fond of swimming in Radha-kund.

Lalita tells funny jokes to the divine couple, Radha

- ☐ Greedy for Yoghurt
- ☐ Elephants and Monkeys
- ☐ Radha and Krishna’s Pet Animals

and Krishna. Radha’s pet parrots astonish the group of gopis because they repeat Lalita’s jokes in a wonderful way.

NOTES FOR PARENTS AND TEACHERS: Have the children read the text and discuss the meaning of any unknown words. Then have them choose the best title for the description from the choices. This activity continues onto the next page.

What is one of Krishna's pet animals?

Can you list four of Radha's pet animals?

Which animal is **not** mentioned in the text?

☐ an elephant ☐ a parrot ☐ a dog ☐ a snake

Which animal is described as old?

Which pet animal in the story did you think was the most unusual?

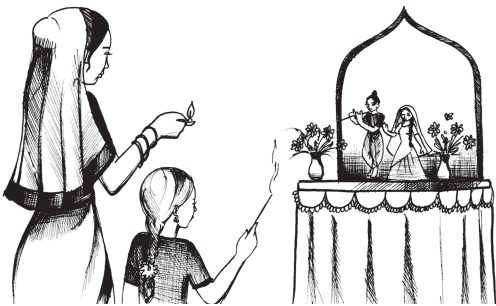
What does the word *astonish* mean?

☐ surprise ☐ show ☐ confuse ☐ teach

How do the parrots please the divine couple?

We offer flowers to Krishna every day. We buy them at a shop. They are grouped in different bundles by colour. We buy the blue flowers to decorate the altar. A few times I have made garlands too. If dad has gone to work, I help my mum hang the garland around Krishna's neck. Most afternoons we also offer rice and some soup to Krishna. Some days we dress Krishna in new clothes and polish his silver plate too. One afternoon, Mum asked, "Soon it will be Krishna's birthday. What should we do?"

"Let's make a cake!" I replied. "You could bake the cake. I could ice it and make it smooth." When the special day came, we made Krishna a wonderful cake to celebrate.



NOTES FOR PARENTS AND TEACHERS: Have the children read the text using spell-say or sound-say as needed. Then have the children circle the illustration at the bottom of the page that supports the text the most. Ask the children to write a title for it. Use this story for the activity on the next page.

Read the story on the last page. This time, underline all the words that have an /oo/ or /yoo/ sound in them. Then sort the words by how the sound is spelled.

Can you think of more words that you can add to these lists?

NOTES FOR PARENTS AND TEACHERS: Have the children read the story on the previous page, this time asking them to underline any words that contain an /oo/ or /yoo/ sound like in the word *too*. Make sure the children read aloud. If possible, have them work in pairs. One can read while the other underlines. You can model this for one word before having them work independently.

When the children have finished underlining the words containing the /oo/ or /yoo/ sound, have them sort them out on the table according to how the sounds are spelled. They should write the letters or letter groups that make the /oo/ or /yoo/ sound on the top line of each column (*oo, o, ue, ou* and *ew*). Then have the children think of any other words that they know that could fit into each group. Share and compare findings.

oo: grouped, soup, you; ue: blue; ew: few, new; oo: too, afternoon, soon, smooth; o: do, to

The story book: Teaching plan

CREATING THE ATMOSPHERE

Bring a gentle animal in for the children to see, or have the children go and visit some gentle animals. You can visit a petting zoo, barn, or goshala, for example. Explain to the children that animals which are kept like pets are similar to babies in some ways. Have them try to think how they are similar to babies. (They need to be cared for—to be fed, given water, shelter, kept away from danger, and loved.) Ask the children, “Do Krishna and the cowherd boys have pets?” Listen to their responses.

Ask the children, “Have you ever started to do something important or something you have been asked to do, and then you got distracted by something else and forgot about what you were meant to be doing?” Listen and respond to the children’s experiences and ideas. Explain that the book they are going to read is also about caring for animals and some little boys who forget what they were supposed to be doing.

INTRODUCING THE BOOK

Look at the cover. Ask, “What can you see? What are the boys doing? How are they feeling? What can you see in the background?” Have the children read the title and predict what they think the story might be about. Read the blurb on the back cover to the children.

pp. 2–3: “What are Krishna, Balaram and Their friends doing?” (playing) “Where are the cows, buffalos and goats going?” (going away looking for fresh grass) The children should find the word *should* in the text.

pp. 4–5: Discuss the illustration with the children. “What are the boys doing? (talking about how the animals have gone, where they have gone and how they will find them) Read the last sentence with the children. Ask them to read the words *would* and *could*.

pp. 6–7: Look at the illustration. Ask the children to read the word *group* in the text.

pp. 8–9: Discuss the illustration.

pp. 10–11: Discuss the picture. Read the second paragraph with the children.

pp. 12–13: Discuss the illustration.

pp. 14–15: Discuss the illustration. Read the end paragraph with the children, demonstrating how to read the words printed in bold, and reading with expression.

pp. 16–19: Discuss the illustrations. “Look at the fire! The animals and boys are fearful. The boys are shutting their eyes. Krishna is sucking the fire into His mouth and drinking it. He looks like He is having fun!”

pp. 20–21: Discuss the illustration. “Where are they now? Where is the fire? Do you think Krishna’s friends are surprised?”

pp. 22–23: Discuss the illustration and read the text with the children.

p. 24: Discuss the illustration.

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, the children should read out loud. If using Guided Reading, the children should read silently. If they struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.” Do the children read with expression? Check for the correct reading of recently introduced words.

Do the children read with some fluency? Do they pause at the commas and full stops (periods)?

Give positive acknowledgement to children who read the title without pointing.

pp. 2–3: Check that the children are understanding the text correctly. “Where are the animals going? Have the boys noticed that they have gone? Why haven’t they noticed?” (they were too busy playing) Check for the correct reading of the word *should*.

pp. 4–5: “How are the boys feeling?” (sorry) “Why?” Check that the children can read the words *would* and *could*.

pp. 6–7: Make sure that the children can read the word *group*.

pp. 10–11: “Why do you think the animals were very happy to see the boys? What do you think the boys will do now? Will they be able to free the animals? How will they check if all the animals are there?”

pp 24: Do the children read with expression? Are they able to read the onomatopoeic words *moo*, *baaa* and *raar*?

Text characteristics

The focus here is on the use of onomatopoeic words such as *thud* or *meow* that imitate the sounds associated with the objects or actions to which they refer. Explain to the children that they are going to learn about onomatopoeic words. Say, “Isn’t *onomatopoeic* a big word?! Can you say it? Onomatopoeic words are words that sound like what they mean. For example, *hiccup*, *honk*, *jingle* or *meow* (say these words with expression). Can you think of any other onomatopoeic words?”

Explain to the children that you are going to read a poem about a waterfall called the Lodore Falls in a place called Cumbria. It was written many years ago by an English writer called Robert Southey. The poem is considered a masterpiece of onomatopoeia. Then read “The Cataract of Lodore” on page

24 of this book to the children. Ask them to tell you some of the onomatopoeic words that they remember hearing in the poem. Then have the children discuss the onomatopoeic words that they heard. Complete the activity on page 21 of this book. Then have the children find the three onomatopoeic words in the book (*moo*, *baaa* and *raar*). You may also want to mention how in some places they may use a different word to represent the same thing. For example, in some places they may say the word *woof* for how a dog barks, and in other places they may say *wow wow* or *gaf gaf* (You might note that the Welsh sheep make a different sound than the English sheep and the onomatopoeic words used in each place are also different).

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games (for those who need to review [revise] more)

Adapt simple card games such as Snap, Memory and Go Fish by writing words on the cards that the children still find difficult to read.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “Let’s look at the cowherd boys, other than Krishna and Balaram. Here on page 2, they are joyfully romping, laughing, climbing trees and playing games. But here on page 5, they are crying and look like they are in anxiety. In the text we can read that they were not thinking about the animals and they did not see them walk away while they were playing. Now they don’t know where they are!” Then have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

Identifying plot elements

Ask, “What is the problem that the cowherd boys have in this story?” (There are two problems that come up in the story. The first problem is that they lose their cows. The second problem is that they find themselves surrounded by a big fire.)

Ask, “How do the cowherd boys solve the problems?” (Krishna encourages them to look for the animals, and the boys look for them until they are all found. Krishna sucks in all the fire into His mouth and drinks it to save the boys and the animals from the fire.)

Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, “How will the cowherd boys be saved from the fire?” Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, “On page 18, Krishna is sucking in all the fire. On page 19, we can read in the text that Krishna sucked the fire into His mouth and drank it. On the next page we can see that the cowherd boys are all surprised and safe.”

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no “right” answer, and what is most important is for the children to explain their process and reasoning based on the book.

Fact questions

- ♦ Why didn’t the cowherd boys see the animals walk away? (They were not thinking of the animals; they were thinking about playing.)
- ♦ Who went to look for the animals? (All of the boys went in one big group.)
- ♦ What did the animals get stuck in? (sharp canes)
- ♦ What did Krishna do after all the animals were freed from the sharp canes? (He called the names of each cow, goat and buffalo.)
- ♦ What did Krishna ask the boys to do before he

sucked in and drank the fire? (He asked them to shut their eyes.)

Inferential questions

- ♦ Why did the cowherd boys trust Krishna?
- ♦ What do you think the boys were thinking when they had their eyes shut?
- ♦ What do you think the boys will tell their families when they return home?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Read the chapter, “Extinguishing the Forest Fire” from *Krsna: The Supreme Personality of Godhead* and discuss similarities and differences between that chapter and *Safe from the Forest Fire*.

Have the children read the drama script on pages 22 and 23 and discuss the differences between the script and the book. Have the children act out the drama.

Talk about fire, how it helps us and also its dangers. Describe the various ways fire helps us: cooking, heating, purifying and so forth. Discuss how fire is also dangerous, and how children can avoid being hurt by fire. Discuss what to do if they find themselves in a situation where they are near a fire or if they or their clothes catch on fire (stop, drop, roll). Perhaps you could arrange for someone from the fire service to visit the school, or take the children to a fire station.

Research the various ways in which people track animals, like the cowherd boys found the animals in the book. Find pictures of different animals and their various footprints. Make a display, with the children, showing a picture of an animal side by side with its footprints. Have the children label the display with words and captions.

Match questions to picture answers

What sort of games
were the cowherd
boys playing?



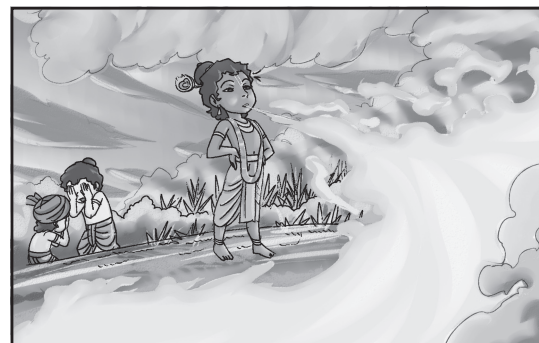
How did the boys
find where the
animals had gone?



What did Krishna do
after the boys shut
their eyes?



What wonderful thing
happened after Krishna
sucked in the fire?



NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read each question using spell-say or sound-say as needed. They should place the picture that answers the question on top of the question. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answer.

Match the clues on the left with the words on the right

The children were near it.

They were playing on it.

grass

The animals went looking for
some_____ that was fresh. They
broke it with their teeth and
feet.

a huge
banyan
tree

The animals got stuck in it. The
cowherd boys worked hard to
free them from it.

water

The animals ran away from it.
Krishna saved everyone from it.

the fire

Krishna did not need it to put
out the fire. There was some for
the boys and animals to drink
when they lifted their heads.

sharp
canes

The Forest of Vraja

The forest of Vraja gave Krishna joy. The buzz of the bees, moo of the cows and chirps of the birds made charming sounds for the ears. The wind was humming and whirring through the air, carrying the cool breeze of a sparkling lake. The waves in the river would murmur. Honey would drip and pour from the hives in the trees. Each boy had a rope on his shoulder to tie the cows. The cows' feet tramped the grass and clunked on the ground. Krishna's ankle bells tinkled on his journey in the forest.

NOTES FOR PARENTS AND TEACHERS: Have the children read the paragraph, circling or underlining any onomatopoeic words that they find. Then they should list the words in the box provided. Answers are upside down, below. Then ask the children to suggest other onomatopoeic words, and write on a board any which are actually onomatopoeic.

buzz, moo, chirps, humming, whirring, sparkling, murmur, drip, pour, tramped, clunked, tinkled

Drama script

Safe from the Forest Fire

Characters: Krishna, boy 1, boy 2, boy 3, animals (cow, sheep and buffalo)

Narrator: Krishna, Balarama, and their friends were looking after cows, goats, and buffalo. They were all near a huge banyan tree. The boys should have thought about the animals. Instead, they thought just about playing. The boys did not see the animals walk away, looking for fresh grass.

Boy 1: Where are the animals?

Boy 2: Now what should we do?

Krishna: I'm ready to find all the animals. Would all of you come?

Narrator: A fire started near the animals. Out of fear, they ran without looking and got stuck in sharp canes.

Boy 3: I can hear the cows, goats, and buffalo! They are all here in one big group (*The boy points to the animals*).

Narrator: The animals were happy to see Krishna and the cowherd boys. The boys worked hard to free the animals. Krishna called each animal by its name to make sure they were all there.

Krishna: Hey Ganga, Hamsi, Chandani!

Animals: Moo, baa, raar!

Krishna: They are all here! (*Krishna hugs the animals.*)

Narrator: The boys rejoiced for they know their animals were dear to Krishna. But the danger was not yet over. The forest fire got bigger on all sides.

Boys: **Help us**, Krishna and Balarama! We are your friends. Soon we will all be dead!

Krishna: Do not worry, my friends. Have no fear. Get **ready**—shut your eyes!

Narrator: Krishna sucked all the fire into his mouth and drank it. He had fun. When the boys and animals lifted their heads, they had a big surprise. They were safe and back where they had been playing.

Boys: We are glad to be your friends, Krishna!

Animals: Moo, baa, raar!

“The Cataract of Lodore” by Robert Southey

“How does the Water
Come down at Lodore?”
My little boy ask’d me
Thus, once on a time;
And moreover he task’d me
To tell him in rhyme.
Anon at the word
There came first one daughter
And then came another,
To second and third
The request of their brother
And to hear how the water
Comes down at Lodore
With its rush and its roar,
As many a time
They had seen it before.
So I told them in rhyme,
For of rhymes I had store:
And ‘twas in my vocation
For their recreation
That so should I sing
Because I was Laureate
To them and the King.
From its sources which well
In the Tarn on the fell;
From its fountains
In the mountains,
Its rills and its gills;
Through moss and through brake,
It runs and it creeps
For awhile till it sleeps
In its own little Lake.
And thence at departing,
Awakening and starting,
It runs through the reeds
And away it proceeds,
Through meadow and glade,
In sun and in shade,
And through the wood-shelter,
Among crags in its flurry,
Helter-skelter,
Hurry-scurry.
Here it comes sparkling,
And there it lies darkling;
Now smoking and frothing
Its tumult and wrath in,
Till in this rapid race
On which it is bent,
It reaches the place
Of its steep descent.

The Cataract strong
Then plunges along,
Striking and raging
As if a war waging
Its caverns and rocks among:
Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and ringing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound!
Smiting and fighting,
A sight to delight in;
Confounding, astounding,
Dizzying and deafening the ear
with its sound.
Collecting, projecting,
Receding and speeding,
And shocking and rocking,
And darting and parting,
And threading and spreading,
And whizzing and hissing,
And dripping and skipping,
And hitting and splitting,
And shining and twining,
And rattling and battling,
And shaking and quaking,
And pouring and roaring,
And waving and raving,
And tossing and crossing,
And flowing and going,
And running and stunning,
And foaming and roaming,
And dinning and spinning,
And dropping and hopping,
And working and jerking,
And guggling and struggling,
And heaving and cleaving,
And moaning and groaning;
And glittering and frittering,
And gathering and feathering,
And whitening and brightening,
And quivering and shivering,
And hurrying and scurrying,
And thundering and floundering;

Dividing and gliding and sliding,
And falling and brawling and
sprawling,
And diving and riving and striving,
And sprinkling and twinkling and
wrinkling,
And sounding and bounding and
rounding,
And bubbling and troubling and
doubling,
And grumbling and rumbling and
tumbling,
And clattering and battering and
shattering;
Retreating and beating and meet-
ing and sheeting,
Delaying and straying and playing
and spraying,
Advancing and prancing and
glancing and dancing,
Recoiling, turmoiling and toiling
and boiling,
And gleaming and streaming and
steaming and beaming,
And rushing and flushing and
brushing and gushing,
And flapping and rapping and
clapping and slapping,
And curling and whirling and purl-
ing and twirling,
And thumping and plumping and
bumping and jumping,
And dashing and flashing and
splashing and clashing;
And so never ending, but always
descending,
Sounds and motions for ever and
ever are blending,
All at once and all o’er, with a
mighty uproar,
And this way the water comes
down at Lodore